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ABSTRACT

A project was designed to use employed persons who are handicapped as positive career role models for other handicapped persons and to record the processes and procedures of conducting this innovative program for replication by other educational institutions. A base list of over 200 employed handicapped persons was compiled following a Career Fair for the Physically Handicapped. Career role models were identified, videotapes were made of handicapped professionals at their places of business, and a book was published about these same persons. Other materials developed were posters, a comprehensive promotional brochure, and a "Directory of Workers with Disabilities." Recommendations emanating from project results were that educators, employers, parents, and interested others should be made aware of the availability of the newly developed resources; the resources should be used, their effectiveness evaluated, and educators and other appropriate helping professionals should attend an inservice training conference on using the materials; a lending library for handicapped career role model resources should be developed; and a manual describing implementation methods for existing resources should be produced. (Some project materials are appended.) (YLB)

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FINAL REPORT

OF

USING HANDICAPPED WORKERS AS CAREER ROLE MODELS IN THE CAREER DEVELOPMENT PROCESS OF OTHER HANDICAPPED PERSONS

1983 - 1984

Brookdale Community College
Career Services for the Handicapped
Newman Spring Road
Lincroft, N. J. 07738
(201) 842-1900 ext. 436

Project Director
Elisabeth Donnelly
Coordinator of Career Services for the Handicapped

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Project Duration: October 10, 1983
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The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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PROJECT TITLE: Using Handicapped Workers as Career Role Models in the Career Development Process of other Handicapped Persons

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Brookdale Community College

ADDRESS: Newman Springs Road

Lincroft, New Jersey 07738

PROJECT DIRECTOR: Harvey Schmelter - Beth Donnelly, Project Coordinator

TELEPHONE NUMBER: 201-842-1900 ext. 436
(Area Code)

ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures to be followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

Across the nation increasing numbers of handicapped people are improving their lives by furthering their education and by pursuing vocational goals. Many of these handicapped persons find the community college the ideal setting for their special needs. Since the establishment of the Rehabilitation Act of 1973 and according to the American Association of Community and Junior Colleges, (AACJC) over 500,000 handicapped students are now attending community colleges. This is an increase of over 100% since 1973. While handicapped people appreciate the incentive it represents, they have, in many ways been disappointed by the reality of what is actually available to help them reach their vocational and educational goals and achieve independence.

Providing career counseling, vocational assessment, and career education to handicapped persons is a complicated issue. Many career manuals and guidance tools have not yet been adapted for the use of the handicapped. Self assessment is often not possible because physical limitations such as sight impairment, speech impediment, or difficulty writing limits the use of career tests by handicapped persons. But perhaps one of the most pervasive limitations presented to the handicapped person today is the lack of exploratory experiences, exposure to work settings, work requirements, and positive career role models which are so necessary for the development of career related interests, the development of job skills and work habits and the formation of realistic employment expectations.

The educational system and those in the helping professions like teachers, social workers, and counselors often possess limited information about the alternatives that are possible for handicapped persons. Hollander and Parker (1969, 1972) state that these attitudes are incorporated by the career searchers. However, the information that people have about the ability of handicapped persons to work and have careers is usually acquired

This project proposes to recruit handicapped employees from the local community who will serve as an inspiration and set positive examples for other handicapped persons to follow. These employed handicapped persons will serve as a source of valuable, timely and specific career information about the unique problems and situations that handicapped workers encounter. They will also act as an informal network for referrals and suggestions in the job search process. The valuable resource provided by these handicapped workers will be coordinated by the project staff to maximize efficient use by handicapped persons themselves as well as educators, administrators, teachers, guidance personnel, the staff of local and state agencies, rehabilitation counselors and other persons in the helping professions.

One of the major strategies in the use of these career role models will be the Career Fair for the Physically Handicapped. This will be a conference with 75 invited speakers who will be employed in a wide variety of career fields and be themselves handicapped. They will address the interested persons itemized in the paragraph above. Brookdale Community College's Career Services for the Handicapped program is uniquely prepared to execute this program as a result of the success it had in conducting a smaller, similar program in September 1982. Since that time, there have been many requests from a variety of different agencies and educational settings to offer the program once again. Many persons, such as Don Kemper from Ocean County and Bill Scott form Essex County commented that it was the "best career program for the handicapped that they had ever seen!"

However, besides expanding on the Career Fair concept, this proposal also wishes to further document and record the valuable information circulated at this time. To effect this, 18 to 24 videotapes of handicapped employees will be recorded and produced featuring the worker at their place of business. An instructional manual will also be produced to supplement these videotapes and all these resources will be available through a lending library system to all interested parties from a wide variety of settings.

In addition, an In-Service Training program will be held to instruct other educators on using handicapped employees as career role models in the career education of handicapped clients and students, and how to organize and utilize the resource of handicapped workers in their own communities.

A network of employed handicapped persons exists in each community and represent a resource of assistance and information as yet untapped. The challenge to a thorough and efficient educational system is to organize the access to these valuable resources and to involve the handicapped persons who are employed in all different professions in the career development of young handicapped students and other handicapped persons in order to broaden their occupational aspirations and career opportunities.

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II. TEXT
A. Introduction

1. PROBLEM

Work has the potential of meeting more than our economic needs; it also meets our social and psychological needs. For some, work is the source of prestige and social recognition, a basis of self respect, dignity and self worth. For others, it is an opportunity for social participation or a way of being of service. For still others, it is enjoyment of the activity for itself or for creative expression. Our lives are often organized around the jobs we have. Where we live, the kind of clothes we wear, the hours we wake up or go to bed, our friends, and our participation in community activities are all related to the kinds of jobs we have. Our work, and that of those around us, impacts all aspects of our lives. Some theorists say that adulthood, itself is defined by work. (Troll, 1982, p.171). The significance of the role of work also impacts the lives of handicapped persons. Since the Rehabilitation Act of 1973, and its federal guidelines for affirmative action, job accommodations, and physical accessibility of facilities have been implemented by major national employers. Now handicapped workers have a means for entrance into the world of work. Overcoming architectural and attitudinal barriers, the blind have become biologists, and newspaper reporters and the deaf have become lawyers, teachers and there are quadraplegics who are computer programmers and psychologists.

Whatever job we have, the process of chosing and acquiring that job involved a complex series of decisions and experiences over a relatively long period of time. This process of decision making, called career development, involves many tasks including collecting and evaluating information, establishing and implementing one's self concept, identifying one's skills, aptitudes, and attitudes, the clarifying of values, exploring vocational roles and settings and, finally, testing the reality of one's career decisions. This process is rarely a smooth and undisrupted journey but is, rather, subjected to external influences such as economic factors, family environment or cultural circumstances. However, for handicapped persons the process becomes multiply complicated.

Those who are physically handicapped must make compromises with the severest of external factors which affect their careers; that of their own physical limitations. Emotional adjustment to their disability and acceptance of one's self are crucial to the development of a positive self concept and the choice of one's career. Beyond that, the individual who is handicapped must determine what special needs, whether prosthetic, mechanical or therapeutic, are required to maximize their work potential. For example, one psychologist who is both blind and deaf uses a braille typewriter to "listen" to her clients. It often takes imagination, creativity, specific knowledge and an open mind to encourage a handicapped individual to pursue their fullest potential.

The assessment of the handicapped individual's work potential should focus on their strengths and assets rather than simply on their disability. The problem of self assessment is complicated by the fact that many handicapped persons can not take timed standardized career tests due to sight impairment, writing difficulty and other physical limitations. Testing administered orally on a one to one basis is often costly and requires much time. Many of the self help career manuals and guidance tools have not yet been adapted for the use of the handicapped as well. The lack of availability of these resources retards the career development of handicapped persons.

Handicapped persons have many other particular career needs some of which include raising the sensitivity and awareness of employers to the capabilities of handicapped workers and overcoming the problems presented by lack of adaptive transportation when attempting to commute to and from work daily. But perhaps the most pervasive limitation presented to the handicapped person today is the lack of exploratory experiences, and exposure to work settings, work requirements and career role models which are necessary for the development of job skills, career related interests, positive job habits and realistic employment expectations.

Various career theorists emphasize the effect that the integration of external factors has on the career development of an individual. John Holland stated that a person's behavior and their resultant career choice is determined by an interaction between his personality aud the charactistics of his environment. (Holland, 1973, pp 2-4) Ann Roe concluded that career choice was effected by the relationship between one's psychological development and the personality differences that evolved from the family milieu and its child rearing practices. (Roe and Seligman, 1964 p.5) And the Decision paradigm theorists, Clarke, Gelatt and Levine suggest that choosing a career comes as a result of the acquiring and evaluating of information about many alternatives.

Handicapped persons, however, often have limited contact with their external environment and as a result have less information about the world around them. Physical disabilities like blindness, deafness, epilepsy, or spinal cord injury isolates people and restricts the individuals mobility. Isolation and the lack of mobility coupled with limited accessible transportation inhibits career exploration. Medevane (1973) found that there are long term effects of parental avoidance, overprotectiveness, and acceptance in the educational and vocational development of clients who come to a college career and counseling center. He concluded that the nuturance of an irdividual played a crucial role in ultimate occupational choice. The influence of family on career choice is also observed by studies which show a strong correlation between a parent's vocation and the child's choice of a career. However, the limitations produced by a physical disability often prevent this kind of emulation from occuring. An obvious example is a father, whose occupation is an airplane pilot, has a son who is blind. For the disabled, often, realistic role models cannot be found within one's own family.

Education system often perpetuates this isolation and segregation by placing handicapped children and young adults in Special Education classes or confining them, at least

partially, to a Resource Room. Some handicapped persons never attend a public school or participate in a classroom situation but rather receive home instruction.

As the children grow older the alternatives presented to them by family, relatives, teachers and other professionals who work with tham are often limited. The expectations and stereotypes that others hold are internalized by the handicapped youth. Information that people have about the ability of handicapped people to work and develop careers is acquired indirectly and is stereotypic, unrealistic and discriminatory. Hollander and Parker (1969, 1972) say that these attitudes then become the attitudes held by career searchers and that they are the foundation for vocational choice. But a foundation built on these negative and limiting attitudes is faulty and unstable.

Lack of information, lack of mobility and, limited opportunity for vocational exploration and the probable lack of vocational identification with parents, teachers or other significant others presents a serious problem or barier to the vocational development of handicapped individuals. Career role models can be one of the bridges which spans the gap created by these different deficits. What do role models do? John Gardner says, "Young people do not assimilate the values by learning words. They learn attitudes, habits, from the intensely personal transactions with their immediate family or associates...They do not learn ethical principals; they emulate ethical (or unethical) people. They do not analyze or list the attributes they wish to develop; they identify with people who seem to them to have these attributes. that is why young people need models; models of what-at their best-they can be." (Gardner; 1963, 1981). The career role models which can serve as inspiration and get positive examples for these handicapped youth are not found within their environment; not at home, at school, and are often not observable in the popular media, such as T.V., newspapers, theatre and radio.

However, while not easily observable, a network of employed handicapped persons exists in each community. The challenge to a thorough and efficient educational system is to organize the access to these valuable resources and to involve the handicapped persons who are employed in all different professions in the career development of young handicapped students in order to broaden their occupational aspirations and career opportunities.

2. OBJECTIVES

This project will be guided by two broad goals in its attempt to meet the needs of two different audiences as it conducts both programs for the occupational needs of handicapped youth and adults and serve as a demonstration model to other educational facilities. The first and foremost goal of the project is to use employed persons who are handicapped as positive career role models as a method to overcome the unique problems such as physical limitations, lack of mobility, and the attitudes of discrimination which are experienced by handicapped persons as they prepare for their life's work and their goal of ultimate independence. The second goal of the project is to record the processes and procedures of conducting this innovative program so that it can be replicated by similar educational facilities in other community settings.

The following is a list of specific objectives and desired outcomes for the project which are necessary to meet these goals. The first four objectives are comprehensive in nature and apply to all the objectives which follow. The objectives listed from five to twelve are related to actual program functions and activities. The following first four objectives are necessary to insure complete access of the program to the handicapped population and demonstrate the philosophies and attitudes which contribute to make this exemplary program one of high quality.

1. The project will plan and implement its services by incorporating valuable input from its Advisory Committee, handicapped individuals, themselves, other handicapped consumer groups, organizations comprised of handicapped students and alumni, parents, high school personnel and members of the county child study teams, agencies serving the disabled and the businesses and industries of Monmouth County. This program will not seek to act in a vacuum.

2. The project will attempt to make each appropriate part of the program, especially those programs or services which are public in nature, accessible to those who are handicapped. This will mean providing interpreters to the deaf, tapes, braille instructions or readers for the blind, and conducting meetings and other events in buildings which are physically accessible. The project will create telephone accessibility between the project's staff and the deaf community by using a TDD, Telephone Device for the Deaf in its project's offices.

3. The project will establish and maintain close contact with the sources of public information and mass media in Monmouth County such as local Cable television stations, other larger regional television stations such as WNET, Newark, WNJM, Montclair, WNJB, New Brunswick, radio stations, newspapers, or magazines or newsletters or other such publications which circulate regularly in order to maximize communication of services to, and programs for handicapped persons to all county residents. Efforts will be made to portray significant portions of our program , such as the Career Fair for the Physically Handicapped as news worthy or as items for consideration as public service announcements and to be featured at least once each month in one source of public information. We believe this will result in bringing employed handicapped workers to the attention of the public and will create a hightened awareness of the ability of those who are handicapped within others who reside in Monmouth County

4. The programs will be available to all Monmouth County residents regardless of age, race, sex, religion, or nature of handicapped.

The following objectives refer to specific project services and their desired outcomes.

5. The project will conduct a search and within six weeks will discover over 200 handicapped persons who are employed within a variety of fields and occupations in Monmouth County and solicit their involvement as career role models for other handicapped youth and adults. All existing resources will be utilized in conducting this study

including the project's Advisory Committee, advocacy groups, the handicapped consumer themselves, agencies which serve the needs of specific handicapped populations such as the Division of the Deaf, Commission of the Blind, United Cerebral Palsy, Spina Bifida Association and fifty other such agencies, the personnel of all surrounding high schools, staff of community colleges, members of the County offices of the Handicapped, and representatives of business and industries in Monmouth County and any other appropriate resources or contacts. The relationship developed between these employed handicapped workers and the project staff will serve as the cornerstone or foundation to all other project services and therefore will be given a high priority and the attention it demands.

6. After conclusion of the study mentioned above, the project will compile a comprehensive directory of handicapped persons who are employed in Monmouth County and list their name, occupation, place of employment, type of disability, preferred method of contact and extent of involvement as a career role model. Options for involvement as a career role model migh include:
Providing occupational information through contact by telephone or letter, receiving visitors at their place of employment, providing concrete and current information about their employer and its hiring practices, and availability as a speaker to address public groups. Directories will be published and distributed to handicapped persons, parents, educators, employers and others upon request. (See Objective 10.)

7. The project will conduct a Career Fair for the Physically Handicapped which will feature over 75 speakers who are themselves handicapped and are employed in a wide variety of occupations. Over 500 partricipants will attend. At least 80% of those attending will also be handicapped. A special effort will be made to include employers and a special invitation will be mailed to all Monmouth County companies. Over 50 employers will attend and will become aware of the availability of qualified handicapped workers. Other participants who will attend will include parents, friends, high school

and college personnel, and the staff of local and state agencies. Over 15% of those attending will be attending from outside the county.

8. The project will mediate the occupational information provided by 18 to 24 handicapped employees. These handicapped workers will be visited at their place of employment and their interviews will be photographed, videotaped and tape recorded. The handicapped persons who are featured will include a variety of work settings and will be selected to represent the different careers organized by John Holland's model of six occupational areas: Realistic, Investigative, Social, Enterprising, Artistic, and Conventional. The videotapes will then be made available to local Cable television stations for airplay and the recordings to county radio stations in order to bring handicapped career models to others attention through the mass media.

9. The project will organize, write, and publish a book featuring an occupational profile of 18 to 24 different handicapped employees in Monmouth County. Special emphasis will be given to portray realistically the problems or situations such as job site accessibility and adaptibility commonly encountered by handicapped persons in acquiring and retaining employment.

10. The project will establish procedures and implement a library system for methods of distributing for its resources, such as the videotapes, posters, photographs, directories, books, and tape recording that have been developed featuring handicapped professionals and other handicapped employees as career role models. Contacts promoting the availability of these resources will be made with over 500 sources including agencies, advocacy groups, high school, other educational facilities, parents groups, employers and others.

11. The project will record and annotate procedures for implementing innovative programs using handicapped persons employed in the community as positive career role models for

other handicapped persons. Efforts will be made to record each step so other interested parties could replicate the program's design, plan and its procedures for implementation. These efforts will result in a "How To" manual which will be published and circulated. (See Objective 12.)

12. An inservice training program on how to develop innovative programs using the handicapped persons employed in your community as positive career models will be held near the conclusion of the grant year to interested persons or parties from similar educational facilities in other communities. Instruction will be given on how to successfully use materials about handicapped career models in the career development process of handicapped youth.

4. RESEARCH

A review of the literature conducted to reveal research related to the problem discussed above demonstrated that the career development strategy of using handicapped employees as career role models is indeed an innovative technique. A survey was conducted of over 800 magazines, journals, and other academic and literary publications, circulated since 1978 which discussed recent developments in fields of education, career development, vocational guidance, psychology, counseling, and others without producing any significant or relevant references on this specific topic.

In fact in the literature reviewed from 1978 to the present, only one article was discovered that addressed this topic. In the January 1981 issue of The Science Teacher publication, the authors, S.K. Jagoda and R.R. Cremer, relate the success they experienced when conducting career workshops for students with disabled scientists as the guest speakers. However, this one article is a rare and isolated example of the potential power of the use of the many disabled employees who can serve as role models for our nation's handicapped youth; a resource as yet untaped.

While the literature reviewed did not produce any directly relevant articles or information regarding the theory, practice, application, or research related to the use of role models who are themselves handicapped for other handicapped persons, it did uncover multiple references of role models used in the career development process or non handicapped persons. Since 1975, various professional publications including Education Digest, Journal of College Student Personnel, and Vocational Guidance Quarterly included numerous article on the benefit of conducting "Job Fairs" and "Career Days" featuring persons who represent different fields and occupations. In fact, in the Education Index the term "Career Day" became a separate thesaurus. Two articles specifically commented on the usefulness term in 1970 of using successful alumni as peer role models for students in educational settings.

The technique of role modeling has also been successfully implemented with women in overcoming sex role stereotyping and broaden the women's occupational aspirations. In her study "Peer Social Modeling: A Tool for Assisting Girls With Career Exploration" Peggy Motsch, an assistant professor at the University of Toledo, Ohio states that "Peer social modeling, combined with reinforcement and overt practive of the modeled behaviors, presents a method to assist young girls in the exploration of traditional and nontraditional careers." She continues by saying "Counselors may also find applications for modeling in career education programs for both males and females. Moreover, modeling helps students learn how to evaluate the information they have collected on various occupations as well as help them learn and follow the steps in career decision making." (Vocational Guidance Quarterly, March 1980 pp. 231 - 240). These findings were replicated with minority students by J. H. Minor when he studied the "Effects of Model Reinforcement Counseling on Career Information Seeking among Bleck College Freshman" (Dissertation Abstracts International 1976).

Since the literature asserts that role modeling can be used with success in general career education programs and has been found to be particularly effective with special populations such as the economically disadvantaged, women and minority students, it might be reasonable to conclude that the research indicates that role modeling would also be appropriate for career development needs of students and adults who are physically handicapped.

The effect of national legislation, such as the Rehabilitation Act of 1973, was evident in the literature reviewed concerning career education and other services for handicapped persons in colleges or other educational settings. Articles in reference to the handicapped became more numerous as the years passed from 1973 to the present. Since 1980, essays, compositions, and other articles in the professional publications reviewed presented and discussed the career awareness,

vocational exploration, counseling, and special career centers which have been developed to meet the needs of the increasing numbers of handicapped students on the country's college campuses today. And while it is clear that numerous programs have been established to provide career education for the handicapped, the services presently existing do not report to have addressed the practical problem of the need for appropriate career role models for these same persons.

Brookdale Community College had a unique opportunity to informally test the validity and effectiveness of using handicapped employees as career role models last September 1982 when Brookdale's Career Services for the Handicapped program sponsored a Career Fair for the Physically Handicapped. The Career Fair was co-sponsored by the Monmouth Ocean Development Council and Monmouth County CETA program. It featured over 75 handicapped persons employed in different fields who served as panel members for over 20 different career workshops. The Panel members discussed their professions and the work related issues and concerns of handicapped personnel. The speakers were chosen to represent a wide diversity of occupations and all had many different types of disabilities. Interpreters, readers, personal assistants, transportation (with and without wheelchair lifts) and other support services were available to the participants. The Fair and all services were Free.

The response to this project was overwhelmingly positive. Over 400 persons attended including disabled high school and college students, agency and hospital personnel, persons from the handicapped community, their parents, family and friend representatives from business and industry. People came from all over the state to attend the conference. The director of the Essex County Office of the Handicapped, Bill Scott, commented "I have never seen so many persons with so many different types of disabilities together in one place before!"

How did those attending like the Fair and what did they learn? Our program evaluations revealed that 93% rated the program Very Good/Good overall. 100% of the participants said that they would attend again and that they would recommend the program to others. Written comments on the evaluation indicated that the participants learned about current and local job information, about affirmative action laws, how handicapped people can be employed in meaningful jobs, and other items of vocational and occupational information. However, the most telling comments revealed the personal growth insight acquired which occured by sharing with persons who are employed yet have a disability similar to many of those who attended. The participants commented:

> "This conference told people that they can do things and be someone. You don't have to be dependent on others for everything."
>
> "The Fair has given me a good idea for my son's future."
>
> "I learned handicapped people can be successful."
>
> "The speakers told it like it is...they were honest."
>
> "I like the way I could ask questions."
>
> "It gave me a good idea of how to help myself."
>
> "They were handicapped themselves and were aware of the problems of the handicapped."

(See Appendix for the completed results of the programs evaluation and for other information on the implementation of the Career Fair for the Handicapped.)

It has been only five months since the Career Fair for the Physically Handicapped was conducted and the coordinator of the Career Services for the Handicapped has received numerous requests for a second fair in 1983. The Monmouth County Private Industry Council, local high schools, agencies and other schools and colleges in the state have recognized that this strategy is effective in meeting the career development needs of disabled persons.

B. Body of Report

1. PROCEDURES

General Design

This project will be organized by the system of developmental process and evaluation procedures often referred to as Management by Objectives. Management by Objectives (MBO) emphasises the objectives to be completed and specifies the outcomes desired. It is felt that this management plan will be most effective because Objectives are a major priority required and considered in proposal writing for the Division of Vocational Education and MBO is the design primarily in use at the intended site of implementation, Brookdale Community College. As is often a significant feature of MBO, this project will be marked by communication and cooperation. Many tasks will be carried out by the use of committees, teams of staff and through the suggestions of its many advisory committees. This interaction relates to the fulfillment of Objective One which states that the project will plan and implement its services by incorporating the valuable input from all community sources. To reiterate, the project will not seek to act in a vacuum.

A design which utilizes committees has been employed for the following reasons:

1. Close cooperation between the project staff and other schools, agencies and businesses, will increase access to contacts for role models.

2. Close cooperation allows project staff to utilize the experience of practicing professionals and visa versa.

3. Close cooperation and the use of advisory and other committees increases the likelihood of attendance at project events and use of its various services and sources of information.

There are four specific and measurable outcomes that will result from conducting all facets of this project, and there are many populations which will be effected positively. The outcomes are as follows:

1.) Over 400 disabled employees in Monmouth County and the surrounding localities will be identified, contacted, and organized into a united, easily assessible resource which can be drawn upon by counselors, educators, librarians, and others for use as career role models, speakers, and general sources of information. The primary target population which will be effected by this goal are those handicapped persons who are handicapped and are employed presently within Monmouth County. However, in very close conjunction, the other affected populations to be benefited by the involvement of these resources would be faculty and staff at Brookdale Community College, teachers, administrators, and guidance personnel from the surrounding high schools, agency personnel and various businesses and industries in the county.

2.) Over 2,500 disabled persons, including people still in school and those adults in the community with vocational needs or interests, will have access to the sources of rich, concrete, and relevant information about careers, job requirements, job opportunities, the different occupational fields available, current salaries, self help skills, employers who are hiring the handicapped and the myriads of other career related topics from disabled employees like themselves. These disabled persons, both career role models and those receiving the information, will have a wide variety of handicaps including, but not limited to: deaf, hearing impaired, blind, sight impaired, cerebral palsy, spinal cord injuried, multiple sclerosis, epilepsy, etc. This information will be communicated to this target population by their own use of the Directory of Employed Handicapped Persons, attendance at the Career Fair for the Physically Handicapped, viewing of the videotapes produced of the 18 to 24 career role models chosen according to John Holland's paradigm, hearing interviews of disabled persons on the radio or seeing them interviewed on TV, or by reading the book to be published featuring these career role models. In some cases the contact between the role models and the client will be in person and, face to face such as at the Career Fair for the Physically Handicapped. This personal interchange will allow for meeting the immediacy of the clients questions or career needs.

However, the other resources like videotapes and books will provide a more permanent resource which can be circulated widely and reproduced if necessary. The primary target population for this outcome is the disabled persons with career needs or interests but many of these sources of information such as the radio interviews, for example, will be accessible to the public at large. All resources will also be available by loan to an interested person in agencies, hospitals, businesses or other educational settings.

3.) This project and all of its services related to providing career role model information will be documented and will be presented as an In-Service Training program to over 50 educators from a wide variety of educational environments. In addition a manual will be produced and circulated to all the guidance departments of the county high schools and any other interested persons. It is expected that we will receive over 150 requests for dissemination of conference materials and the Training Manual. The total number of persons served in this target population will be over 200 counselors, teachers, administrators, librarians and other educators.

4.) The final outcome has as its target population the entire public within Monmouth County and the surrounding areas. It is expected that as a result of our many efforts to communicate information about the numbers of handicapped employees and their achievements and abilities, especially as aired on TV and radio, that many persons residing in the county will have their perceptions of handicapped persons broadened.

In summary, we see a strong correlation between the goals of this project and its desired outcomes and the objectives it has set for conducting and implementing the project. The Outcome One recruiting 400 disabled employees as career role models, meets Objectives One, Two, Three, Five, Six, Seven, Eight, and Nine. The Outcome Two providing role models and career information to over 2,500 disabled persons satisfies the Objectives listed under numbers Two, Three, Four, Six, Seven, Eight, Nine, and Ten. Ootcome Three serving as a demonstration model for other educational

settings, fullfills all the objectives listed from One to Twelve except Two and Five and Outcome Four broadening the perceptions of the general public to the abilities of handicapped employees is the result of the implementation of Objectives Three, Four, Seven, Eight, Nine, and Ten. The firm interrelatedness between Outcomes and Objectives indicates the strength of the general design, concentration on relevant tasks, and the integratedness of all aspects of the project.

Management Plan

The following specific tasks and procedures do not correspond exactly in numerical order to the Objectives listed in the previous section but rather are listed chronologically and serve as the plan to implement the program to meet the needs of the handicapped population as addressed in the Problem section. The Procedures also specifically list the role and function of the programs Advisory Committees and describes, where applicable, the role of students, parents, teachers, businesses, handicapped persons, and other members of the community.

Procedures/Objective 5,6: A base list of over 200 employed handicapped persons exists from conducting the Career Fair for the Physically Handicapped in September 1982. Phone contact will be made to update list to persons currently wanting to be involved as career models. A survey will be conducted of these handicapped professionals to determine their preference in regard to level and type of involvement as career role models. An Advisory Committee will be established comprised of representatives from business, agencies, handicapped consumer groups like P.O.W.E.R., the Monmouth County Office of the Handicapped and any other appropriate personnel. The role of this Advisory Committee will be to recommend procedures for conducting a search and study to discover other employed handicapped persons in Monmouth County. The search will be conducted for four to six weeks by mail, by phone and at times, where necessary, in person. An orientation workshop will be held to explain to the

career role models their function and the benefit they can be to other handicapped persons. Lastly, a directory will be compiled and published listing the name, occupation, employer, place of contact, and other information about these career role models. (Dissemination of this directory will be addressed later under the Procedures regarding the lending library.)

Procedures/Objective 7: Using the same Advisory Committee listed in the Procedures above, the selection of speakers to be featured in the Career Fair for the Physically Handicapped will be made from the handicapped professionals listed in the published directory. Selection of speakers will be based on length of employment, ability to address large groups comfortably, type of occupation, cooperation of employer, good work record, positive employer evaluations, availability and other such factors. Approximately 80 speakers will be chosen to represent a wide variety of occupations and different types of physical limitations. Interpreters will be coordinated and scheduled to interpret the chosen speakers in order to provide program accessibility for the deaf community to Career Fair for Physically Handicapped. Intensive effort will be extended to conducting thorough publicity and agencies, schools, businesses, parents and other related groups will be used to spread enthusiasm and to create a momentum about the Career Fair. Over 500 participants will attend. The press will be contacted as well as radio stations and cable companies to provide news coverage for this event.

Procedures/Objective 8,9: Staff will select 18 to 24 career role models which best represent John Holland's paradigm of six career areas; Realistic, Invertigative, Social, Enterprising, Artistic, and Conventional. Other Categories for selection will also be similar to the procedures for selection of Career Fair speakers. Employers will then be contacted to elicit their cooperation for on-site video-taping of Handicapped employees. An Audio visual team will visit business sites on a prearranged date to interview the employee and to visually record their day's events.

The videotaping work will be edited to produce two different versions of films featuring handicapped employees as role models. One of the final products will be a panorama of many of the employees related to Holland's career model. The other versions of the tape will specialize on occupational fields and feature jobs within that field in more depth. All tape produced will be captioned to provide accessibility for the deaf and hearing impaired population. These audio-visual materials will also be supplemented by a book which will be compiled based on the information presented by the handicapped employees themselves combined with other vocational and occupational information selected from other print sources like the Occupational Handbook and other related information published by the Department of labor and the Bureau of Labor Statistics. The book and all written information produced will stress the problems which can be overcome by the handicapped and will be able to be used to stimulate other handicapped persons and those who may be helping them into broadening their career and vocational aspirations.

Procedures/Objective 10: An Advisory Committee including library resource professionals will again be employed to develop strategies and procedures for establishing a lending library system for all resources developed by this project including the videotapes, manuals, books and the taped interviews. There will be 25 copies of the Panorama Career Role Models tape, 25 other copies featuring specific occupational fields according to Holland's model, and 100 copies of the book all produced for circulation about interested parties around the state in agencies, businesses, parent groups and advocacy groups of the disabled themselves and for use in other educational settings. A brochure will be published to advertise the library system featuring the available resources and the procedures for acquiring them.

Procedures/Objective 11,12: One of the final objectives to be met during the grant year is that of conducting an In-Service Training conference for educators in other

communities. The training program will offer instruction in the use of handicapped career role models with handicapped students in the career development process, offer usage suggestions for implementing the resources produced by the program in career education programs, and the program will use itself as a demonstration model of how to establish networks of handicapped professionals as career role models in their home towns or school communities. Persons who have benefited from the year long program on career role models will be asked to address the group of participants and a panel of employed handicapped persons will speak about their experiences as role models. The anticipated participants will include high school administrators, teachers, and guidance personnel, community school directors, college counselors, faculty members, program directors and others from a wide variety of educational settings.

General Tasks

The following are general prerequisite tasks applied to all products.

1. Recruit staff including a p/t handicapped student, p/t OAII, p/t clerical pool, p/t secretary, p/t counselor, p/t program assistant and 30 consultants.
2. Budget - estimate of costs.
3. Acquire equipment, set up office, desks etc.
4. Choose role models.
5. Research various media approaches for effectiveness.
6. Maintain role model, employer involvement.
7. Contact all arrangements, scheduling.
8. Hold (Advisory Meetings
   (Staff Meetings
   (Production briefings
9. Process invoices/payments maintain budget.
10. Maintain agency contact.
11. Secure copyrights.
12. Secure film, music releases
    Plan dissemination - activities including TV airing, EIC
    AASSPHE Conference
13. Acquire TTY, operate, publicize.
14. Conduct publicity.
15. Establish lending library.
16. Review and evaluate products.
17. Monitor program on track.
18. Conduct staff evaluation.
19. Plan premiere in October.
20. Responsible for supervision of 30 employees
21. Produce report writing, grant writing.

Career Fair For the Physically Handicapped

The following are the procedures and tasks necessary to implement the Career Fair for the Physically Handicapped:

1. Date set - gym and commons reserved.
2. Career Fair Invitation posters designed - printed.
3. Memos mailed to mailing list, 4,000 announcing date.
4. Speakers and workshops picked - mailed letter to possible speakers.
5. Invite Henry Holden, key note speaker.
6. Dinner arranged with Food Services.
7. Food request form to Jerry Ryan (Brookdale Foundation Trust).
8. Called to reserve interpreters, 10 total.
9. Ordered chairs and tablecloths from Party Line Rentals.
10. Checked into partition - ordered "pipe and drape" partitions.
11. Request for nurse to staff Career Fair for possible emergencies.
12. Request for campus police.
13. Reserve parking lot #7 for Career Fair parking.
14. Reserve audio equipment for Commons and Gym.
15. Arrange transportation for disabled speakers and guests.(on-going till Fair day)
16. Mailed Career Fair invitation to mailing list - batches over 4,000.
17. Check on speakers availability and transportation.
18. Order large workshop signs.
19. Contact graphic artist for program cover.
20. Work on accessibility of bathroom.
21. Newspaper and radio publicity.
22. Signs from Student Activities (Parking and bathroom).
23. Printed guidelines for speakers.
24. Announcer for Fair.
25. Calls made to agencies - schools.
26. Career Fair Program typed and printed.

Directory

The following are the procedures and tasks necessary to compile the Directory of Workers with Disabilities.

1. Mailing to 1,800 contacts including:
   - Career Fair speakers from 1983
   - Agencies - schools statewide
   - known disabled individuals in order to recruit directory contributors
2. Yellow cards made up for respondants.
3. Phone calls to over 200 agencies for possible contacts for lists of disabled workers.
4. Letters mailed to names received from above with yellow cards.
5. Calls made to individuals who didn't respond by mail.
6. Calls made to over 250 disabled worker/respondents to check/or update correct information on yellow cards.
7. Cover designed by graphic artist.
8. Directory typed.
9. Printed

The following are the crucial steps in producing the book -- BREAKING THROUGH BARRIERS.

1. Mailing to disabled persons to recruit book subjects.
2. Selection of 12 role models from respondants.
3. Title choice and barrier quote format decision.
4. Interviewing 12 role models.
5. Writing 12 profiles.
6. Continual consultation with photographer.
7. Initial consultation with designer.
8. Type selection.
9. Typesetting.
10. Proofing of galleys and author's alterations.

11. Photo selection.

12. Design implementation.

13. Mechanicals, type specified and photos scaled.

14. Cover design and implementation; selection of photos/color for type.

15. Mechanicals for cover with color specified and photos scaled.

16. Printing and binding.

Posters

The following are the procedures and steps crucial in the production of two posters of Disabled Workers.

1. Attend all book interviews for possible photo shots of poster subject.

2. Develop shots and enlarge selected photos.

3. Review photos with graphic artist.

4. Incorporate logo, graphic design, poster copy with photograph.

5. Produce poster paste up.

6. Review, correct.

7. Submit to printer.

Graphics

1. Preliminary sketches to select logo.

2. Packaging concept, marketability etc.

3. Submit to panel for review and revisions.

4. Establish log, title, subtitles.

5. Make signs, stats of logo to adapt for various applications.

6. Produce opening and closing video credits.

7. Career Fair invitation.

8. Career Fair program.

9. Publicity brochure.

Video Tapes

The following steps were necessary in the production of role model video tapes of disabled workers:

1. Approach both potential role model and employers regarding their receptiveness to videotaping.
2. Finalize role model list. Circulate list of role model's names, type of disability, job title, employer's name and address to all production staff.
3. Decide on content of interviews including potential questions and answers for portrait of role models.
4. Begin pre-interviews with both role model's and employer in order to establish logistics scheduling sequencing etc.
5. Release forms - employer, legality of company names.
6. Meet for brainstorming based on pre-interviews and storyboards to solve problems or issues raised in pre-interview investigation.
7. Establish sequencing, shot list, and locations necessary and the content to be covered where and when.
8. Finalize scheduling of production staff for shoots and circulate production schedule to all involved. Determine correct budget procedures.
9. Shoot videotapes on location. Maintain taping for no more than 5 or 6 role model simultaneously. Complete 8-10 minute segments on 12 role models.
10. Review completed rough video tapes. Make decisions regarding use of photo stills, graphics, overdubing, additional narration if necessary. Schedule any necessary refilming. Perhaps schedule role model to visit studio if necessary.
11. Establish narration, graphics, visuals, photographs, music for introduction segment (60 seconds maximum) to be used for all tapes.
12. Begin editing of role model tapes. Must be completed by February.
13. Add sign language component to edited role model tapes and college course.
14. Negotiate airing times and cable TV sponsor; perhaps more than one station.

Findings/Interpretation of Findings

The generic purpose of this proposal was to compile, publish, and mediate information about handicapped career role models. In the process of publishing a book, Breaking Through Barriers, producing nine role model video tapes, two larger than life posters, and a comprehensive promotional brochure, twelve different handicapped career role models were interviewed. Most of these role models lived and worked in New Jersey, but four of them were from outside the state, from as far away as California. In order to compile the Directory of Workers with Disabilities and to conduct the Career Fair for the Physically Handicapped over 300 workers with disabilities from five different states were contacted. Information was obtained by cooperation with these disabled professional through the mail, by telephone and by personal interviews. Facts gathered included nature of disability, home address, employer business address, home and business telephone numbers, field or type of business, job title, number of years employed, number of years disabled, willingness to serve as a role model, childhood experiences, school enrollment and educational experiences, employment history, mediation used and or prosthetic aids employed, necessary work adaptations, current job duties, employer attitudes, participation in outside activities, parental and family influences, transportation usage, and their perceptions and personal feelings about being disabled in the world around them.

This information was pursued purposefully and specifically to suit the nature of the product being produced. Different information was obtained by different methods according to the approach and production demand of either the book, directory, poster, brochure, video tapes and/or public event. However, this information was not gathered for research or statistical applications and therefore random selection or methods of comparison were not employed. The following reporting of findings and their interpretations are based on the personal observations of the Project Director and other

Career Services for the Handicapped staff and are not intended for generalization because of the specific nature of the information gathering techniques used.

1. The most commonly recurring outside factors reported by handicapped career role models as contributing to their successful adaptation and life achievements were "positive family influence" and "personal religious faith."
2. Two personal characteristics possessed by role models most often reported, according to their self-estimation was "persistence and determination."
3. While handicapped career role models vary as widely as their varying occupations, (from research chemist to dancer) all of them insisted on being perceived as a worker first and then as an individual with a disability.
4. The Social Science field is still the most frequently chosen occupation by disabled workers. This is followed closely by Education and then Business. The Sciences, including Engineering, Physical Sciences and Computer Science are rapidly expanding as potential fields for employment for disabled individuals but at present representation in this area lags behind by about 20%.
5. The largest employer of handicapped people is the state and federal government including U. S. Army, N. J. Division of Taxation, Social Security Administration, N. J. Job Service and many others.
6. Deaf persons and people with hearing impairments were the highest, most frequent respondents to our employment questionaires. In our survey they represent the most employable followed by post-polio and visual impairment. This assertion is from conclusive other circumstances such as high involvement from N. J. Division of the Deaf, Katzenbach School for the Deaf and the N. J. Commission for the Blind have impacted numbers of resources.
7. Our survey confirms other studies' previous conclusions that the employment of handicapped men outnumbers the employment of handicapped women over 2 to 1.

8. The highest attended workshops sponsored by this project for handicapped persons was those on Employment and Training Opportunities. The emphasis for this population seems to be jobs as opposed to career information.
9. Certain agencies such as the Division of Vocational Rehabilitation were as a whole, particularily unresponsive to our information gathering effects. The DVR and some employers refuse to share information because they did not want to intringe on confidentiality.
10. Agencies and associations such as the Foundation of Science and the Handicapped, Commission for the Blind, Division of the Deaf, Association for the Advancement of Science and the Handicapped and others were particularly responsive. Professional associations seemed to see sharing information as one of their primary objectives. These groups were of great assistance.
11. Transportation was the most frequently stated factor presenting a barrier to employment. Lack of transportation and/or the inavailability of funds to provide transportation significantly reduced attendance at this year's Career Fair for the Handicapped.
12. The amount of support, cooperation, interest, information sharing and involvement by handicapped people seems to have a direct correlation with the amount of personal contact between project staff and handicapped individuals and organizations. As a group, they respond (as probably do other groups), poorly to mailing preferring personal contact.

For a complete report of all of our finding please read and/or view the book, directory, poster and video tapes. They tell the complete story.

DISSEMINATION

In its essense, this entire project is devoted to the idea of dissemination; the distribution of information, concepts, and inspiration conveyed to different segments of the population by using handicapped employees as career role models. The purpose of this project will be implemented by six different strategies; the Career Fair for the Physically Handicapped, the videotapes and tape recordings made of handicapped professionals while they work at their various places of business, the book which will be published about these same persons, the media emphasis where this information about the abilities and achievements of handicapped employees is circulated and communicated to the various forms of mass media such as newspapers, magazines, newsletters, TV, Cable companies, and radio stations, the In-Service Training conference to be held for educators and other helping professionals from others communities throughout the state. And lastly a lending library which will be established and maintained to aid in the circulation and coordination of the use of these materials through various settings such as high schools, agencies, summer camps, other educational facilities and other services for the handicapped and the general population.

The writer of this proposal is aware of the necessity of effective methods publicizing events when conducting a program which comprised of services to and programs for the public. We are fortunate to have a strong backup system of networking and professional associations to help in spreading information about our program. Monmouth County is uniquely prepared to serve the handicapped community because of its strong disabled advocacy groups like People On Wheels for Education and Rehabilitation (P.O.W.E.R.) and is one of the few counties to have a separate and distinct county Office of the Handicapped located in Freehold.

In the past these agencies and groups have been very cooperative in sharing mailing lists, making phone calls and other means of offering assistance in dispursing information.

The Center for Handicapped Services has had a very positive experience in publicizing events and last year, in September, when it sponsored the Career Fair for the Physically Handicapped over 47% of the participants attending were notified about the program through the Center's mailings. Our mailing list of handicapped and other interested persons in the county now totals over 2,500.

Brookdale Community College is a member in the League of Innovation, a consortium of Community and junior colleges organized on a national level. This association provides for an immediate and direct method of sharing the results of the work done through this grant. In addition, in the past, the League of Innovation has cited Brookdale as one of the few schools within its membership of innovative institutions which has made the most significant contributions to the handicapped to date. This December 1982, the college's vice president, Dr. Margaret Gwynne, presented a seminar at the League of Innovation's annual conference in Texas about the 1982 Career Fair for the Physically Handicapped and the other services for handicapped students on our campus. This type of exposure provides Brookdale with a method of sharing the exemplary programs being conducted on campus for the handicapped.

The purpose of this proposal was to broaden the occupational aspirations and employability of handicapped persons by exposing them to information in a wide variety of formats about many different handicapped persons successfully pursuing careers in many different fields. In the nine months of the grants duration we identified hundreds of handicapped workers and began to mediate the valuable information they had to share into a book, brochure, posters, a directory, video tapes and a Career

Fair for the Physically Handicapped. This was an awesome task and took one hundred percent committment full-time from over twenty five staff members. However, in addition to this we were able to conduct our preliminary dissemination activities as the products themselves were finished. The following dissemination activities had been conducted before June 30, 1984, primarily because of enthusiasm and excitement they generated in those that previewed the products.

1. Videos, books, posters, brochures and directions were displayed at the National Association of Handicapped Student Service Programs in Postsecondary Education conference in Kansas City, Missouri.
2. All products have been distributed to the Educational Improvement Center in New Brunswick. Ten additional copies of each product has been provided by this project for loan by EIC to other educational institutions.
3. A mailing of the promotional brochure was mailed to over 12,000 public schools and libraries on the East coast.
4. Complementary books were mailed to all role model participants.
5. Local newspapers were contacted and feature articles were published repeatedly.
6. Role model video tapes will be sent for distribution to the New Jersey Cable Network. This distributor will show videos on over 40 different cable stations statewide.
7. Promotional brochure was mailed to over 2,500 employers, agencies, schools and other interested parties.
8. Easter Seal State meeting, students and teachers at Knollwood School, the meeting of N. J. Association of Admissions, counselors at Brookdale, the New Jersey State Counselors, One Step Ahead Club, and staff of Career Services at Brookdale Community College viewed videos.
9. Role model video tapes were shown to over 100 handicapped students at Career Services for the Handicapped Career Workshops.

Many other marketing strategies for dissemination of these quality products are currently being discussed and plans made. Two major events on the agenda for late summer, early fall are attempts to premiere these products statewide to the public, press, educators, agencies, disabled advocacy groups, politicians and government. The events will feature luncheons, wine and cheese receptions and displays of the various products in addition to special speakers of note such as Governor Kean, Itzcak Pearlman, Edward Kennedy Jr., and Beverly Sills. We believe we have a high quality, much needed product which deserve wide spread national attention and we are proceeding in that direction.

C. SUMMARY

1. Conclusions

It is very hard to describe briefly and concisely the powerful impact this project has had already on those persons involved in the production of these handicapped career role model resources.

The many college staff involved in the project, particularly those outside of Career Services for the Handicapped, such as the TV Director, audio technicians, graphic artists, lighting technicians, script writers, photographic, editors and others have been changed by the handicapped people they met and filmed. Many of them reported that this was the "best" "most interesting," "inspiring" "exciting" project they had worked on. This effect was from our handicapped subjects themselves. A dancer who is deaf, the first Ph.D. deaf women in America, the inventor of computerized synthesized speech; these are our subjects and they are exciting.

The project has caused tears, laughter, hope, surprize, and admiration. But most importantly, it has created pride for those handicapped people we featured and this pride is shared by those handicapped people who view them. This was our goal, in part, to create dignity, hope and self respect.

2. Recommendations

In 1983-1984, Brookdale's Career Services for the Handicapped program has, through funding from the New Jersey Department of Education, implemented a proposal intended to broaden the occupational aspirations and employability of handicapped persons. By using handicapped career role models they produced ten different videotapes of handicapped workers at their place of employment, produced a book and life-like posters about these same workers, filmed a seven hour video career development course featuring handicapped employees, and organized a statewide directory of over 300 handicapped employees. These resources have been used to date with success with several hundred persons with many different handicaps. To our knowledge this is the only program of its kind in the state, and journal articles in the field to indicate it may be the only one of its kind in the country.

The current problem is that no method of continuing implementation for the use of these valuable resources exists. Use of mediated materials with adults from other facilities such as adult schools, rehabilitation hospitals, agencies have not been solicited due to the lack of funds, and only limited further efforts for dissemination beyond grant duration have been extended.

To allow these resources to remain on the shelf unused would be a terrible waste especially in light of the demonstrated effectiveness of these materials to meet the information deficit on handicapped career role models.

Our recommendation take the form of implementing these broad goals.

1. All educators, agency personnel, counselors, employers, parents and interested others, especially those who work directly with the disabled, should be made aware of the availability of these newly developed resources about handicapped persons successfully pursuing their chosen careers. This requires an intensive marketing strategy.

2. These resources should be systematically used with a variety of age groups with different disabilities and their effectiveness should be carefully evaluated. Suggestions for implementation and usage should result.

3. To increase through the use of handicapped career role models the effectiveness of adult educators and other educational and helping professionals in providing specific instruction, programming and vocational counseling to handicapped adults with career needs.

4. To use handicapped career role models to broaden vocational and educational aspirations and increase specific, usable occupational information possessed by handicapped adults.

5. A by-product of these two goals is increased awareness to employers and the general public of handicapped persons' ability to work.

Possible tasks to achieve the above goals are partially suggested below:

a. Two hundred adult educators, administrators, counselors and other appropriate helping professionals will attend on In-service Training Conference presenting staff training on using handicapped career role model materials.

b. Thirty adult educational, instructional, vocational, rehabilitation and/or counseling programs will adopt handicapped career role model strategy and use mediated materials with over 1,000 of their own constituents during 1985.

c. A lending library for handicapped career role model resources will be developed. Over 5,000 professionals statewide will be informed regarding the availability of materials for a loan.

d. Less durable, inexpensive items such as the books, posters and directories published about handicapped workers serving as career role models will be duplicated and available to 5,000 contacts statewide for purchase at the cost of reproduction. This should recoup partial program operating costs.

e. Twenty visits by program administration as guest speakers will be made to satisfy agency associations and organizations need for further information about relication of model services.

f. A manual describing the many implementation methods for the existing mediated career role model resources will be produced and distributed upon request to at least fifty programs statewide.

g. Establish planning advisory committee of handicapped career role models. Establish subcommittees regarding networking strategies.

h. Develop news releases, radio spots, promotion pieces, magazine and newsletter articles.

Final recommendation is that additional funding be actively sought in order to continue marketing dissemination and utilization of these vital resources.

5. SEX BIAS AND SEX STEREOTYPING

The following specific strategies will be used for eliminating sex bias in the project:

1.) Careful efforts will be made when choosing all the employed handicapped persons who are to act as career role models in the various projects such as the Career Fair for the Physically Handicapped, or the videotapes, TV and radio features, and the books and manuals, that they not reflect sex bias. Representations of stereotype occupations will be avoided.

2.) The topic of sex role bias and its consequences will be addressed as appropriate planning meetings and all Advisory Committee meetings and strategies will be formulated to avoid it.

3.) The career information, job search and other materials used will be carefully screened so that only those not having sex bias will be utilized.

4.) The participants will be assisted in identifying what in their own personal thinking practices or attitudes may represent sex bias.

5.) Emphasis will be placed on having the participants be aware of the need for freedom from sex bias in establishing career goals.

6.) Participants will be aware of legal requirements for equal opportunities for all individuals.

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B. Appendixes

I. Breaking Through Barriers; Book

II. "Breaking Through Barriers" - Nine videotapes featuring handicapped career role models.

III. "Breaking Through Barriers"; 2 Posters, one poster features a female teacher in a wheelchair and the other a male mechanic with one arm.

IV. A Directory of Workers with Disabilities.

V. "Breaking Through Barriers"; Promotional Piece.

VI. Photographs of a Career Role Model, deaf dancer.

VII. Newspaper publicity on Breaking Through Barriers.

MARKETING STRATEGIES

NEEDS ASSESSMENT

Formal--Questionnaires, Surveys
Informal--Discussion with students, student leaders, faculty, staff

VISIBILITY/MEDIA COVERAGE

Designing logo/theme

Posters, brochures on semester's programming

Flyers - semester long
- weekly workshops
- groups

Campus Newspaper - articles
- ads
- "BRIEFS"

Radio spots

Student Center advertising--rented space

Slide show/Video presentation

Target population groups' newspapers - chancellors
- international
- women's news
- handicapped
- re-entry
- personnel news

Student orientation packets

PERSONAL CONTACT

Orientation - Booth
- Speaking

SRA (Resident hall advisors) Training

Dorm raps

Academic advisors

Classes - Faculty involvement
- Class announcements (self-initiated)
- Class surveys

POLITICAL-PERSONAL

Copies of all PR, special newsletter articles and announcements for:

- Top administration officers
- Academic chairpersons
- Board of Trustees

DESIGN & PACKAGING OPTIONS

Designate target populations:

- General student body
- Specific target groups

Offer variety in programming

- What: 2 hour workshops
½ day, day workshops
3-4 session groups (weekly)
6-8 week on-going groups
- When: Workshop Series--same day, same time each week
Workshops at various times, days throughout semester
- Where: Counseling Center
Student Center (central location)

Self Help Opportunities
- Audio-tape programs
- phone-in tapes
- resource library
- handouts

BEST COPY AVAILABLE

HANDICAPPED CAREER ROLE MODEL PROJECT

Anticipated Products and Year End Results

The handicapped career role models we have featured have been chosen to meet a number of important criteria. Selection was based on many factors including on type of occupation, suitability to John Holland's career model, length of time employed, type of disability, verbal ability, employer cooperation, and ease of scheduling. The initial objective of the grant was to feature twelve role models, two for each of Holland's career areas. Time and budget restrictions have prohibited us, at this time, from completing work on all twelve but our efforts are continuing.

The following is a summary of the twelve chosen role models.

BOOK: All twelve of these individuals will be featured in the book being produced called, Breaking Through Barriers, Workers with Disabilities. Staff responsible for the book are Mary Christian and Joan Longo.

Realistic:	Steve Piorkowski	printer	epilepsy
	Pete Lucyk	mechanic	one arm
Social:	Ruth Hughes	social worker	post polio/wheelchair
	Terri Seitz Brown	teacher	paraplegic/wheelchair
Artistic:	Henry Holden	actor/comedian	polio/double crutches
	Rita Corey	dancer	deaf
Conventional:	Kathy Pierson	clerk	cerebral palsy
	James Marzano	auditor	osteogenesis imperfectal/ wheelchair
Investigative:	James Kutsch	computer programmer	blind
	Dr. Nansie Sharpless	neurochemist	deaf
Enterprising:	Camille Frasco	retail manager	epilepsy
	Rosalie Cooper	attorney	paraparisis/motor scooter

VIDEO TAPES: Ten to fifteen minute profiles have been filmed on Steve Piorkowski, Peter Lucyk, Ruth Hughes, Terri Seitz Brown, Henry Holden, Rita Corey, Kathy Pierson, James Kutsch and Camille Frasco. Before May 10th, four of these, Terri, Steve, Camille and Rita will be completely edited and all post production details like opening credits, music, interpreters, etc. added. The other five video tapes will be edited and be in finished form before June 30th. Tim Nesterak is in charge of producing finished video tapes.

CABLE TV COURSE: Seven, 30 minute segments on career development for the handicapped will be produced. This will include one 30 minute segment on each Holland Career area and one 30 minute segment which will serve as an introduction. The two segments covering Social and Realistic careers will be completed being filmed and edited by May 10th. All other course segments will be shot by April 15. Final editing on remaining five segments will be completed before June 30th. The Cable TV course will be aired on at least thirty separate cable networks within the state and will feature career role models as follows:

Realistic: printer with epilepsy
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BROOKDALE COMMUNITY COLLEGE

County College of Monmouth

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CAREER AWARENESS AND THE HANDICAPPED POPULACE--

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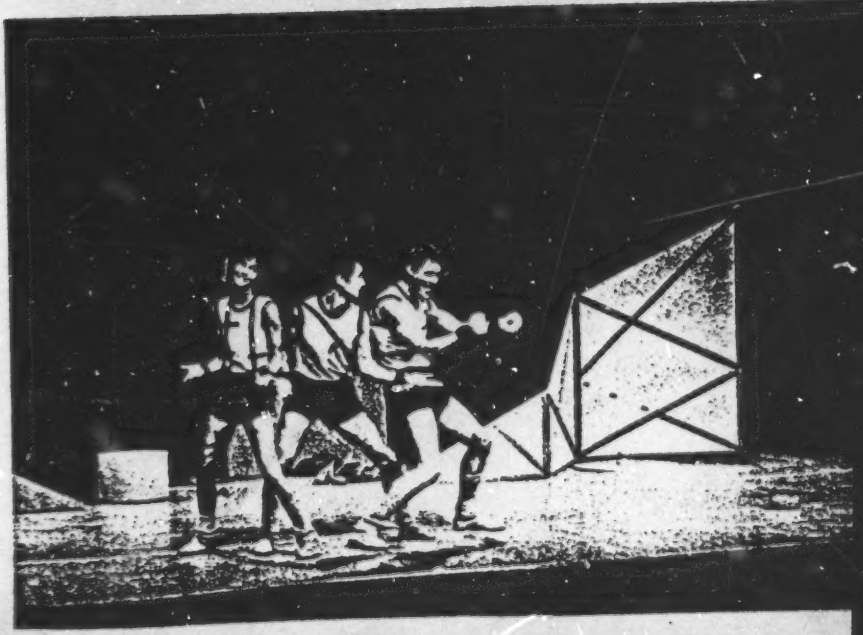
An Equal Opportunity Educational Institution/Employer



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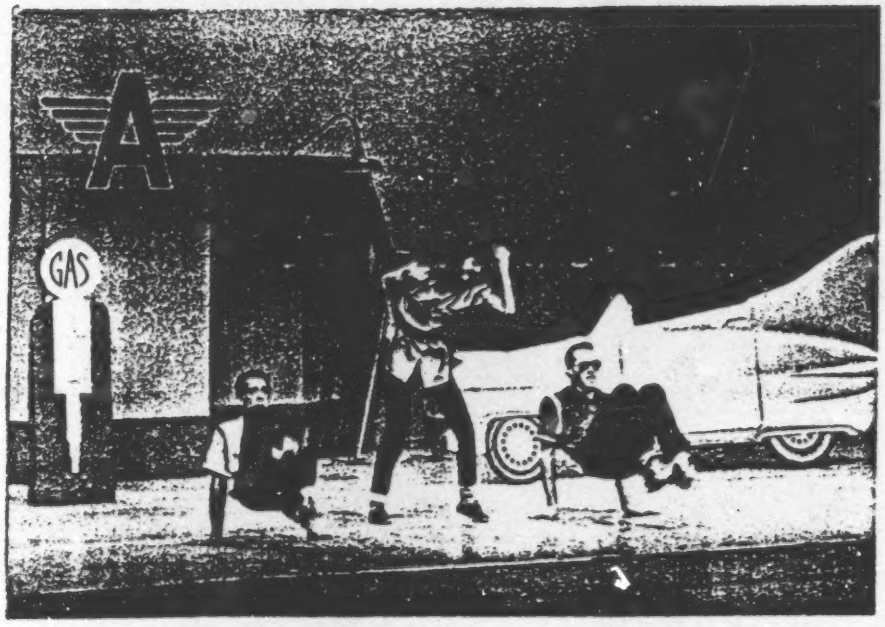

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MARKETING STRATEGIES

NEEDS ASSESSMENT

Formal--Questionnaires, Surveys
Informal--Discussion with students, student leaders, faculty, staff

VISIBILITY/MEDIA COVERAGE

Designing logo/theme

Posters, brochures on semester's programming

Flyers - semester long
- weekly workshops
- groups

Campus Newspaper - articles
- ads
- "BRIEFS"

Radio spots

Student Center advertising--rented space

Slide show/Video presentation

Target population groups' newspapers - Chancellors
- International
- Women's news
- Handicapped
- Re-entry
- Personnel news

Student orientation packets

PERSONAL CONTACT

Orientation - Booth
- Speaking

SRA (Resident hall advisors) Training

Dorm raps

Academic advisors

Classes - Faculty involvement
- Class announcements (self-initiated)
- Class surveys

POLITICAL-PERSONAL

Copies of all PR, special newsletter articles and announcements for:

- Top administration officers
- Academic chairpersons
- Board of Trustees

DESIGN & PACKAGING OPTIONS

Designate target populations:

- General student body
- Specific target groups

Offer variety in programming

- What: 2 hour workshops
  ½ day, day workshops
  3-4 session groups (weekly)
  6-8 week on-going groups
- When: Workshop Series--same day, same time each week
  Workshops at various times, days throughout semester
- Where: Counseling Center
  Student Center (central location)

Self Help Opportunities
- Audio-tape programs
- phone-in tapes
- resource library
- handouts

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HANDICAPPED CAREER ROLE MODEL PROJECT

Anticipated Products and Year End Results

The handicapped career role models we have featured have been chosen to meet a number of important criteria. Selection was based on many factors including on type of occupation, suitability to John Holland's career model, length of time employed, type of disability, verbal ability, employer cooperation, and ease of scheduling. The initial objective of the grant was to feature twelve role models, two for each of Holland's career areas. Time and budget restrictions have prohibited us, at this time, from completing work on all twelve but our efforts are continuing.

The following is a summary of the twelve chosen role models.

BOOK: All twelve of these individuals will be featured in the book being produced called, Breaking Through Barriers, Workers with Disabilities. Staff responsible for the book are Mary Christian and Joan Longo.

Realistic:	Steve Piorkowski	printer	epilepsy
	Pete Lucyk	mechanic	one arm
Social:	Ruth Hughes	social worker	post polio/wheelchair
	Terri Seitz Brown	teacher	paraplegic/wheelchair
Artistic:	Henry Holden	actor/comedian	polio/double crutches
	Rita Corey	dancer	deaf
Conventional:	Kathy Pierson	clerk	cerebral palsy
	James Marzano	auditor	osteogenesis imperfectal/ wheelchair
Investigative:	James Kutsch	computer programmer	blind
	Dr. Nansie Sharpless	neurochemist	deaf
Enterprising:	Camille Frasco	retail manager	epilepsy
	Rosalie Cooper	attorney	paraparisis/motor scooter

VIDEO TAPES: Ten to fifteen minute profiles have been filmed on Steve Piorkowski, Peter Lucyk, Ruth Hughes, Terri Seitz Brown, Henry Holden, Rita Corey, Kathy Pierson, James Kutsch and Camille Frasco. Before May 10th, four of these, Terri, Steve, Camille and Rita will be completely edited and all post production details like opening credits, music, interpreters, etc. added. The other five video tapes will be edited and be in finished form before June 30th. Tim Nesterak is in charge of producing finished video tapes.

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College project breaks barriers, opens doors

By MARIANNE TAMBURRO
ADvisor Staff

LINCROFT — For someone with a handicap, the idea of a successful career can seem like the brass ring on a merry-go-round: always beckoning but just beyond's one's reach.

The sense of frustration felt by the disabled is largely due to a lack of career role models, Beth Donnelly believes. So she decided to do something about filling the void.

Ms. Donnelly is the director of "Breaking though the Barriers: Workers with Disabilities," a Brookdale Community College project which spotlights the career accomplishments of people with various disabilities.

PEOPLE LIKE Rosalie Cooper, a Lakewood lawyer who hasn't let her partial paralysis prevent her from advancing in her profession — she was recently recommended for a Superior Court judgeship.

Like Camille Franco, who suffers from cerebral palsey and grand mal epilepsy. She recently opened her own boutique, "Another Angle," in Spring Lake.

They and 10 others were interviewed and videotaped on their jobs.

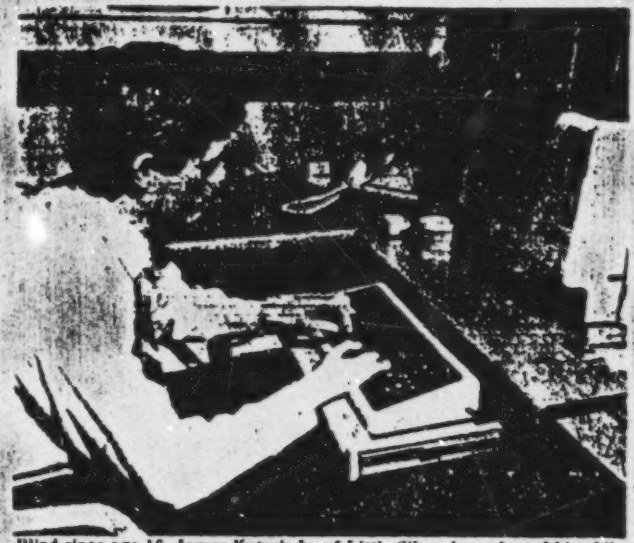
Participants shared perceptions of their disabilities and addressed the issue of overcoming the barriers in their career paths.

The results will be compiled in a manual and posters to be circulated throughout schools, colleges, social agencies and rehabilitation programs. A videotape will be broadcast state wide and a non-credit television course to be shown over various cable stations in September.

FUNDED THROUGH a grant from the state Department of Education, the project has earned the college's Career Services for the Handicapped Program a certificate of recognition from the National Vocational Guidance Association.

The goal of the project is twofold, Ms. Donnelly explained.

"We want to broaden the occupational and educational aspirations of handicapped young people. Our interest is to take people who haven't a hope for the future and show them there are possibilities."



Blind since age 16, James Kutsch Jr. of Little Silver has adapted his abilities to become a computer engineer with American Telephone and Telegraph Systems, Freehold. He is one of 12 successful disabled workers taking part in the Brookdale Community College project "Breaking though the Barriers: Workers with Disabilities."

"Until now, there has been no one a handicapped person pursuing a particular career could look to and say 'there's someone who has done it,' " said Mary Christian, Brookdale student development assistant. Ms. Christian assisted Ms. Donnelly on the project along with student/photographer Jeff Fadellin.

"We really hope this will fill a gap which badly needs filling," she added.

[illegible]

news of the public — employers, educators, parents, the media — to show them handicapped people at work."

The idea to launch the project was an outgrowth of the college's 1982 Career Fair for the Handicapped.

Nearly 400 people turned out to talk with 70 handicapped workers taking part in the fair, which has become an annual event at the college.

An "off-the-cuff" remark that the event should be captured on videotape was the catalyst that set the works in motion, Ms Donnelly said.

"So many people were saying they wished their friends, relatives or clients were there to hear what was said. We decided videotaping was an excellent idea."

TO FURTHER REINFORCE the project's positive message, the team is compiling a directory of 200 disabled employees, cross referenced by vocational field and type of disability. All persons listed will be available to meet with others interested in similar positions.

"Handicapped people are often isolated," Ms Donnelly said. "They may not know others in their areas, and they need to talk to one another and get support."

Among those to be listed in the directory is James Kutsch of Little Silver. Blind since age 16, he is now a computer engineer with American Telephone and Telegraph Information Systems, Freehold.

A lifelong science enthusiast, Kutsch attained his goal through hard work and determination, he will tell you, and he believes others can do the same, no matter what their situation.

"The biggest thing I try to convey to parents and educators is that they should allow the handicapped individual to pursue whatever field they are interested in, rather than one that is supposed to be a 'good one' for the handicapped.

[illegible]

"My argument is that a person will do much better pursuing whatever is their first choice for a career."

To prepare for that career, Kutsch recommends attending a college known for excellence in one's chosen field, rather than one geared toward accommodating the handicapped.

"That gives you the opportunity to work out methods of coping with your disability in your field at a time when it may cost you a grade or an extra semester, but it won't cost you your job.

"It's important to learn to adapt to the situation," he said. "If you go to a school where that adaptation has already been made for you, that education is wasted."

RUTH HUGHES of Red Bank, a paraplegic counselor and director of the Monmouth County Easter Seals Society, sees the project as a means of shattering the stereotypes surrounding the handicapped worker.

"Employers should see beyond the physical appearance of a person. Handicapped workers may have a different way of doing a job, but the results will be the same."

Most important, she added, an employer should "keep an open mind" when dealing with a handicapped worker.

"Expect from them what you'd expect from anyone else."

Hiring a worker with a disability should not be regarded as an act of charity, she pointed out.

"It's not a hand out. Nine times out of ten you're going to get a worker who'll produce and then some. Usually, when a handicapped person gets a job it means so much to them it becomes the most important thing in their life."

Although she is successfully employed, her own disability has been an impediment to be surmounted, Ms Hughes admitted.

"It has held me back," she said, "emotionally more and I'm a lot more [illegible]

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Employed handicapped are project role models

MIDDLETOWN — James Kutsch Jr. of Holmdel was blinded by a chemical accident when he was 16-years-old. Undaunted, he finished high school, and in college became interested in the idea of modifying computers to make their output easier for him to "read." He invented several modifications and went on to earn master's and doctoral degrees.

Kutsch is now a computer engineer with American Telephone and Telegraph Information Systems in Holmdel.

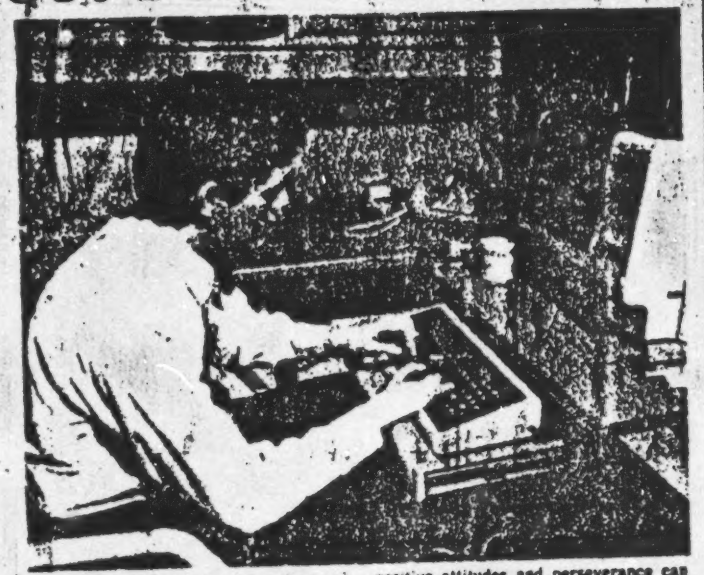
Although Camille Frasco was born with a mild case of cerebral palsy, and also has grand mal epilepsy, she does not consider herself handicapped. Frasco and a partner recently opened a boutique, "Another Angle," in Spring Lake which features clothing, china and glassware.

Frasco's epilepsy is well controlled, but she knows that despite medication, seizure can occur at any time. She is prepared for such an eventuality, is open about her condition and is gaining confidence as the business grows.

Rosalie B. Cooper became payalyzed eight years ago after spinal surgery. Already a practicing lawyer in Lakewood, she resolved not to let her disability interfere with her career. She has advanced in her profession and was recently recommended for a Superior Court judgeship, and with the help of a supportive husband, has traveled the world.

Cooper says, "I'm in a profession which requires a mouth and a brain, neither of which is affected by my condition."

THE [illegible] operation with which the [illegible] worker [illegible] the



project that will culminate in a book, a videotape, posters and a cable television course, to be used as inspiration to other handicapped people.

A team consisting of Beth Donnelly, project director; Mary Christian, Brookdale student development assistant; and Jeff Fadellin, Wantmassa, a Brookdale student and photographer [illegible] successfully employed handi[illegible] positive attitudes and perseverance can pay off in satisfying work.

The team usually interviews and photographs the handicapped person at his job, and is followed by a video team led by Thomas Nesterak, Brookdale assistant professor of communications media.

In addition to Kutsch, Frasco and Cooper, the team has interviewed Ruth Hughes of Red Bank, a paraplegic counselor who is director of the Monmouth [illegible] Seal's Society; Rita Corey [illegible] Director of the Monmouth [illegible]

Courageous and determined

Ruth Hughes of Red Bank, above, is a counselor to paraplegics and director of the Monmouth County Easter Seals Society, based at Brookdale Community College, Lincroft. Hughes is active in Brookdale's Career Services for the Handicapped. Left: Despite being blinded when he was 16, James Kutsch Jr. of Holmdel earned master's and doctoral degrees. He is now a computer engineer with American Telephone and Telegraph Information Systems.

Marzano, a wheelchair-bound Newark auditor, and Terry Seitz Brown, a paraplegic second grade teacher in Essex, Md. There is also a deaf research chemist and a printer with epilepsy.

THE PROJECT, funded through the Department of Education's Division of Vocational Education and Career Preparation is based on the premise that handicapped young people can [illegible] sexual stereotypes in work [illegible]

The resulting book will be [illegible]ated in social agencies, schools, colleges and rehabilitation hospitals and the videotapes will be broadcast statewide. Many of the interview subjects served as role models at Brookdale's second Career Fair for the Handicapped Thursday. As a result of the project, Brookdale Career Services for the Handicapped [illegible] been [illegible]

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